

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	
Submittal information:	<p>Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:</p> <p style="text-align: center;">Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494</p>	<div style="writing-mode: vertical-rl; transform: rotate(180deg);">DOCUMENT CONTROL CENTER DISCRETIONARY GRANTS</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2014 MAY 13 AM 11:10</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">RECEIVED TEXAS EDUCATION AGENCY</div>
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Round Rock Independent School District	246909	Berkman Elementary/246909101 Voigt Elementary/246909106 C.D. Fulkes/246909041	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
1746002018	13	31	095101986
Mailing address	City	State	ZIP Code
1311 Round Rock Ave.	Round Rock	TX	78681-4999

Primary Contact

First name	M.I.	Last name	Title
Mark		Gabehart	Executive Director, Information Services
Telephone #	Email address		FAX #
512-464-5166	Mark.Gabehart@roundrockisd.org		512-464-5090

Secondary Contact

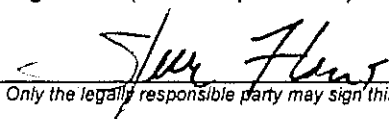
First name	M.I.	Last name	Title
Carolyn		Austin	Coordinator, Discretionary Grants
Telephone #	Email address		FAX #
512-464-5976	Carolyn.Austin@roundrockisd.org		512-464-5090

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Steven		Flores	Superintendent
Telephone #	Email address		FAX #
512-464-5022	Superintendent@roundrockisd.org		512-464-5055
Signature (blue ink preferred)		Date signed	


5/13/2014

701-14-107-150

Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
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No fiscal-related attachments are required for this grant.

#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
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No program-related attachments are required for this grant.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

RRISD has a simple but elegant plan for its Technology Lending Program proposal: it proposes lending modems to 360 families at Berkman Elementary, Voigt Elementary, and C.D. Fulkes Middle Schools (all part of the same feeder pattern), and will also provide 22 months of low-cost internet access to those families. This lending program will supplement the district's efforts to provide computer hardware to the same families through selling its surplus computers to the RRISD Education Foundation, which will in turn distribute those computers to families in need. Because these schools have high percentages of economically disadvantaged students, RRISD expects at least 80% of the participating families to be economically disadvantaged; however, it will not impose a means test on families wishing to participate in the program – they need only have a child or children enrolled at one of the participating schools.

RRISD will solicit bids from internet providers for inexpensive modems and internet connections that will allow for download speeds of 6 Mbps and upload speeds of up to 1 Mbps. The modem must offer a built-in Wi-Fi connection that can connect up to 8 Wi-Fi-enabled devices. RRISD will seek an internet provider that can offer customer support during business hours.

Because the modems are inexpensive and quickly become obsolete, RRISD expects to be able to declare them valueless at the end of the grant period, thus allowing families to keep the modems after the end of the grant. Families will be offered the opportunity to continue their internet service at an extremely low cost from their own funds at the end of the grant, thus ensuring that most families will continue to have interconnectivity.

The three schools selected – Berkman Elementary School, Voigt Elementary School, and C.D. Fulkes Middle School – are among the highest in the district in terms of student economic disadvantage, at 82.9%, 81.9%, and 68.0%, respectively. These three schools all met standards according to their TEA Texas Academic Performance Reports for 2012-2013. However, they all underperformed in comparison to the district on STAAR tests in most categories (the exceptions being End-of-Course exams in Algebra I and Geometry). Students would greatly benefit from the increased learning opportunities that access to home technology and interconnectivity would provide.

Students at these schools also indicated that they often did not have home access to appropriate hardware or internet connectivity in a survey conducted in March of 2014. Of those that responded, 46% of Berkman students, 39% of Voigt students, and 33% of C.D. Fulkes students said that they did not have a computer at home that they could use for schoolwork. Forty-seven percent of Berkman students, 52% of Voigt students, and 39% of C.D. Fulkes students responded that they could not watch educational Youtube videos at home because they either didn't have a computer, didn't have internet access, or had internet access that was too limited for streaming videos. These students are prevented from expanding their on-line learning opportunities beyond the school walls because of lack of hardware and/or internet connectivity.

RRISD will chiefly rely upon three measurements of program effectiveness:

1. Climate Survey questions regarding hardware access and interconnectivity: RRISD will see an 10% increase in respondents indicating adequate access to hardware and internet connection in 2015 Climate Survey at targeted campuses, and sustained levels of access in the 2016 Climate Survey at targeted campuses.
2. Pre- and post-survey of families: RRISD will survey families at distribution of modems and again in May 2015 and compare actual use of equipment and interconnectivity to the intended use recorded in the earlier survey. RRISD expects to see significant overlap between intended and actual use.
3. STAAR Math and Reading results: RRISD will maintain or increase the percentage of participating students who pass STAAR Math and Reading at the Level II Phase-in II standard, comparing 2015 to 2014 results, and, in the second year, comparing 2016 to 2015 results.

All of this data will be compiled into a precise but comprehensive report by the Associate Director of Research and Evaluation to be reviewed by the Executive Director of Information Services, who will use the data to revise the

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Technology Lending program as necessary. The Executive Director of Information Services will be responsible for informing the Superintendent of the progress of the grant-funded program.

The proposed program will be supported by significant professional development. Every RRISD campus has an Instructional Technology Specialist (ITS) who, in addition to providing technical support, provides stand-alone trainings and co-teaching opportunities for teachers, focusing on integrating technology into lessons, assessments, and homework. The ITSs are crucial components in bringing RRISD's educational offerings into the 21st Century. Their on-going work with teachers will be supplemented this year by more than 50 instructional technology sessions at the August professional development conference. Teachers will have a broad range of topics to choose from to better incorporate technology into their activities. RRISD will also host its Ninja Summit this summer, an annual technology-focused PD event that is open not just to district employees but to the broader community. Additionally, the Supervisor of Professional Development hosts a monthly PD in your PJs session – an after-hours webinar devoted to instructional technology best practices. All instructional technology professional development is funded by monies outside those provided by the Technology Lending Program.

At the time of modem distribution, RRISD will also provide training to parents and students on safe and ethical use of the internet. Training will cover acceptable use policies, the need to supervise young children on the web, netiquette, and a discussion of plagiarism risks.

The proposed program, because it is completely focused on home use, will not put any strain on the district's infrastructure. Because the contracted internet service provider will also be asked to provide customer service during business hours to participating families, there will be no additional demands on district technical support. Any incidental additional demands – for example, a need for further professional development for teachers in assigning meaningful technology-supported homework – can be easily absorbed by the district.

RRISD will modify its existing Technology Lending Agreement, currently in place in its one-to-one high school laptop initiative, to meet the needs of the Technology Lending Grant Program. The Technology Lending Agreement will be signed by parents/guardians and students and will address acceptable use policies, district retention of legal title to the modem, assignment of responsibility for damage or loss to the parent/guardian/student, provision for repossession should the parent/guardian/student not comply with all terms of the Technology Lending Agreement, agreement that the modem will be returned should the student move outside the district, and a description of the modem involved. This agreement will be accompanied by a guide outlining the terms of agreement, student responsibilities, acceptable use policies, e-mail and social network etiquette, and reference to the Texas Penal Code on Breach of Computer Security.

One of Round Rock ISD's annual goals for 2013-2014 is to continue implementing the district plan for greater and more effective use of technology by students and staff in their direct work. RRISD sees appropriate use of technology as crucial to the educational advancement of its students. Equity concerns at some of our more economically disadvantaged campuses have given teachers pause in assigning work that requires out-of-school access to electronic resources, as there has been no way to guarantee that all students in the class have equitable access. Technology Lending Grant funds will reassure teachers that they can assign such work without fear of excluding some of the most educationally vulnerable students.

RRISD teachers who are assured that all of their students have internet access will feel more confident assigning technology-assisted homework, such as iStation or Think Through Math activities. Near-universal web access will allow the district to take advantage of the electronic instructional materials authorized under Proclamations 2014 and 2015, and will transform learning into a 24/7 endeavor.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 246909			Amendment # (for amendments only):			
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32						
Grant period: October 1, 2014, to August 31, 2016			Fund code: 410			
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$98,240	\$0	\$98,240	
Schedule #9	Supplies and Materials (6300)	6300	\$0	\$0	\$0	
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$0	\$0	\$0	
Total direct costs:			\$98,240	\$0	\$98,240	
Percentage% indirect costs (see note):			N/A	\$0	\$98,240	
Grand total of budgeted costs (add all entries in each column):			\$98,240	\$0	\$98,240	
Administrative Cost Calculation						
Enter the total grant amount requested:					\$98,240	
Percentage limit on administrative costs established for the program (15%):					× .15	
Multiply and round down to the nearest whole dollar. Enter the result.					\$14,736	
This is the maximum amount allowable for administrative costs, including indirect costs:						

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1	Tech Support for families having difficulty with computer and modem set-up	<input type="checkbox"/>	\$5,000
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$5,000

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Home internet access		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Home internet access		
1	Contractor's Cost Breakdown of Service to Be Provided	
	Contractor's payroll costs	# of positions:
	Contractor's subgrants, subcontracts, subcontracted services	
	Contractor's supplies and materials	
	Contractor's other operating costs	
	Contractor's capital outlay (allowable for subgrants only)	
Total budget:		\$93,240

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 246909

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
	Contractor's payroll costs	# of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	
	Contractor's supplies and materials		\$	
	Contractor's other operating costs		\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$		
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
	Contractor's payroll costs	# of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	
	Contractor's supplies and materials		\$	
	Contractor's other operating costs		\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$		
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
	Contractor's payroll costs	# of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	
	Contractor's supplies and materials		\$	
	Contractor's other operating costs		\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$		
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	
	Contractor's payroll costs	# of positions:	\$	
	Contractor's subgrants, subcontracts, subcontracted services		\$	
	Contractor's supplies and materials		\$	
	Contractor's other operating costs		\$	
	Contractor's capital outlay (allowable for subgrants only)		\$	
Total budget:		\$		

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 246909

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$93,240	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$5,000	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$93,240	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$98,240	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			2005	
Category	Number	Percentage	Category	Percentage
African American	278	N/A	Attendance rate	95.8%
Hispanic	1,291	N/A	Annual dropout rate (Gr 9-12)	DNA
White	350	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	31	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	1,547	77.2%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	654	32.6%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	46	2.3%	Average ACT score (number value, not a percentage)	N/A

Comments

Individually, each of the three schools included in this application has a high proportion of economically disadvantaged students – Berkman is 82.9% Economically Disadvantaged, Voigt is 81.9% Economically Disadvantaged, and C.D. Fulkles is 68.0% Economically Disadvantaged. The majority of students at each of the schools comes from underrepresented minority groups. Attendance is a weighted average of the three schools' attendance rate.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public					77	77	77	43	43	43					360
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:					77	77	77	43	43	43					360

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Schedule #13—Needs Assessment

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

In determining the schools to participate in the Technology Lending Grant Program, RRISD considered three major factors: the extent of economic disadvantage in the school's student population, survey results regarding the availability of technology and internet connectivity in students' homes, and the enthusiasm of administration and staff for using more technology in instruction, particularly in homework.

The three schools selected – Berkman Elementary School, Voigt Elementary School, and C.D. Fulkes Middle School – are among the highest in the district in terms of student economic disadvantage, at 82.9%, 81.9%, and 68.0%, respectively. These three schools all met standards according to their TEA Texas Academic Performance Reports for 2012-2013. However, they all underperformed in comparison to the district on STAAR tests in most categories (the exceptions being End-of-Course exams in Algebra I and Geometry). Students would greatly benefit from the increased learning opportunities that access to home technology and interconnectivity would provide.

Students at these schools also indicated that they often did not have home access to appropriate hardware or internet connectivity in a survey conducted in March of 2014. Of those that responded, 46% of Berkman students, 39% of Voigt students, and 33% of C.D. Fulkes students said that they did not have a computer at home that they could use for schoolwork. Forty-seven percent of Berkman students, 52% of Voigt students, and 39% of C.D. Fulkes students responded that they could not watch educational Youtube videos at home because they either didn't have a computer, didn't have internet access, or had internet access that was too limited for streaming videos. These students are prevented from expanding their on-line learning opportunities beyond the school walls because of lack of hardware and/or internet connectivity.

Each of the principals at the three schools is highly enthusiastic about bringing the Technology Lending Grant Program to her campus. They reported that teachers have been hesitant to assign on-line homework to their students because they are aware that many of their students do not have the hardware and interconnectivity to complete such assignments. However, these teachers are anxious to do so and have specific programs they would like to assign to students – such as Think Through Math and iStation – if they could guarantee universal access. A Technology Lending Grant would make it possible to assure teachers that all of their students had adequate access to technology at home to allow them to learn through innovative on-line programs. Moreover, teachers would be able to try new pedagogical techniques, such as flipped classrooms, if their students had home technology access. A Technology Lending Grant would extend student learning beyond the classroom and enhance teacher pedagogy.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Students at participating campuses underscored the district average on all STAAR/EOC tests in 2013, with the exception of C.D. Fulkes' scores in Algebra and Geometry EOC exams.	Distribution of modems and provision of low-cost internet access will allow students to take advantage of 24/7 learning opportunities and will contribute to increased academic success.
2.	Forty-six percent of Berkman students, 39% of Voigt students, and 33% of C.D. Fulkes students said that they did not have a computer at home that they could use for schoolwork.	Distribution of extremely low-cost surplus computers by the RRISD Education Foundation to families at the target schools enrolled in the Free and Reduced-Price Lunch program will significantly decrease the percentage of families without adequate computers in their homes.
3.	Forty-seven percent of Berkman students, 52% of Voigt students, and 39% of C.D. Fulkes students responded that they could not watch educational Youtube videos at home because they either didn't have a computer, didn't have internet access, or had internet access that was too limited for streaming videos.	Distribution of modems and provision of low-cost monthly internet service will provide students with the access to technology they need to access instructional videos and other on-line resources for homework.
4.	An informal focus group of administrators at Berkman, Voigt, and C.D. Fulkes stated that their teachers were excited about new pedagogical possibilities, such as flipped classrooms, but hesitant to try such possibilities when home internet access is not universal.	Distribution of computers, modems, and monthly internet access to economically disadvantaged students at these campuses will give teachers confidence that all of their students have equitable access to technology at home, thus freeing them to assign instructional videos and other on-line activities as homework.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Executive Director, Information Services	Bachelor's degree from an accredited college or university and seven years of related experience, including three years in a supervisor capacity.
2.	Director, Instructional Technology	Bachelor's degree from an accredited college or university and four years of related experience, including one year in a supervisor capacity.
3.	Instructional Technology Specialists (3)	Bachelor's degree from an accredited college or university, valid Texas Teacher Certificate, and three years of classroom teaching experience.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Ensure adequate student home access to hardware	1. RRISD reimages surplus computers and sells to RRISD Ed. Foundation.	10/01/2014	10/15/2015
		2. RRISD contracts with low-cost provider of internet access to purchase modems for lending to students.	10/01/2014	10/15/2014
		3. RRISD Ed. Foundation sells computers to economically disadvantaged families at target schools.	10/16/2014	10/24/2014
		4. RRISD distributes modems to economically disadvantaged families at target schools.	10/16/2014	10/24/2014
2.	Ensure adequate student home interconnectivity	1. RRISD contracts with low-cost provider of internet access to provide monthly internet service.	10/16/2014	08/31/20016
		2. RRISD monitors enrollment to ensure that accounts of students who leave the district are cancelled.	10/16/2014	08/31/2016
		3. Families are given the opportunity to continue low-cost internet access with their own funds.	09/01/2016	On-going
3.	Provide parental training and on-going tech support	1. RRISD provides training to parents in installing hardware, guiding student internet access, and supporting homework.	10/16/2014	10/24/2014
		2. RRISD contracts with low-cost internet provider to supply on-going technical support to families.	10/16/2014	08/31/2016
4.	Provide PD to teachers	1. RRISD continues to provide professional development to teachers on targeted campuses in assigning meaningful homework utilizing internet.	10/01/2014	08/31/2016
5.	Evaluate use of internet for homework	1. RRISD administers baseline student climate survey establishing levels of home internet access and use.	03/15/2014	03/31/2014
		2. RRISD administers annual student climate survey measuring levels of home internet access and use.	03/15/2015	03/31/2015
		3. RRISD administers annual student climate survey measuring levels of home internet access and use.	03/15/2016	03/31/2016
		4. RRISD conducts focus groups of teachers at target schools to determine quantity and quality of technology-assisted homework.	05/01/2015	05/15/2015
		5. RRISD conducts focus groups of teachers at target schools to determine quantity and quality of technology-assisted homework.	05/01/2016	05/15/2016

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Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD has effective procedures for monitoring the attainment of goals and objectives. The district's Associate Director of Research and Evaluation, working with the entire department of Assessment and Audit, tracks the district's general metrics (attendance, standardized test scores, demographics, disciplinary referrals, etc.) as well as program-specific measures (for example, incentive pay to teachers and administrators under the Teacher Incentive Fund grant) to ensure that RRISD is making progress towards district-wide goals (e.g., decreasing achievement gaps) and program-specific goals (e.g., increasing the percentage of teachers on targeted campuses who participate in leadership activities). Each year, the Board of Trustees, in consultation with district administration and community representatives, determines the district's annual goals. These are translated into highly targeted objectives, articulated in Department and Campus Improvement Plans, and monitored on a quarterly basis by the administration and the Board. If departments or campuses do not meet quarterly objectives, the department or campuses in question collaborate with appropriate administrative officials to determine an action plan to get back on track. All quarterly progress reports (the district's and each campus') are presented to the Board and available to the public on the district and campus websites. The Board reviews all quarterly reports prior to determining the next year's district goals so as to ensure continuous improvement.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Round Rock ISD has a number of technology initiatives that will complement the Technology Lending Grant program. First, it has decided to sell its outdated but refurbished desktop computers to the Round Rock ISD Education Foundation for a nominal price, so that the Foundation can in turn distribute the computers to economically disadvantaged families in need of technology. The district expects to make more than 2,000 computers available to families in fall 2014, in time to coincide with the Technology Lending Grant Program.

RRISD also has a bring-your-own-device (BYOD) policy, and has increased the amount of technical support on campuses to assist students and teachers in making their devices interactive. Once a PC-only district, RRISD is investing considerable energy and funding in being sure that each campus has an Instructional Technology Specialist (ITS) who is trained in supporting Apple and Android devices. These ITSs will also be able to provide technical support to families who call during working hours.

At the secondary level, RRISD has begun a one-to-one laptop initiative at two of its campuses. Started in 2013 in ninth and tenth grades at Stony Point and Round Rock High Schools, the program has been instructive: the district has learned that several valuable lessons about logistics, communication, and program evaluation that will translate to the Technology Lending Program.

RRISD has also invested in professional development for teachers, encouraging them to explore new and valuable classroom practices like flipped classrooms or requiring student collaboration outside of school hours, all of which demands high-quality student access to devices and internet services at home. The Technology Lending Grant will significantly complement efforts to incorporate technology-dependent pedagogy not only into the classroom but into students' 24/7 learning habits.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Climate Survey questions regarding hardware access and interconnectivity	1.	RRISD will see an 10% increase in respondents indicating adequate access to hardware and internet connection in 2015 Climate Survey at targeted campuses.
		2.	RRISD will see continued high percentages of respondents indicating adequate access to hardware and internet connection in 2016 Climate Survey at targeted campuses.
2.	Pre- and Post-Survey of Families	1.	RRISD will survey families at distribution of modems and again in May 2015 and compare actual use of equipment and interconnectivity to the intended use recorded in the earlier survey. RRISD expects to see significant overlap between intended and actual use.
3.	STAAR Math and Reading Results	1.	RRISD will maintain or increase the percentage of participating students who pass STAAR Math and Reading at the Level II Phase-in II standard, comparing 2015 to 2014 results.
		2.	RRISD will maintain or increase the percentage of participating students who pass STAAR Math and Reading at the Level II Phase-in II standard, comparing 2016 to 2015 results.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD will add an indicator to its PEIMS system regarding participation in the Technology Lending Grant Program so that it can track participants easily. This will allow the district not only to track participants but to disaggregate data to determine if participation in the program is having an effect on attendance, grades, standardized test scores, or any other data tracked in PEIMS.

At the time of distribution of the modems, RRISD will collect family contact information and survey families regarding their intended use of their internet access. This will provide a baseline for a second survey in May of 2015 regarding families' actual use of internet access. RRISD expects to see significant overlap in intended and actual use for purposes such as completing homework and contacting teachers.

RRISD will also conduct its annual Climate Survey in February or March of 2015 and 2016, and will track student responses to questions regarding access to hardware and internet connection, comparing these responses to the 2014 baseline.

All of this data will be compiled into a precise but comprehensive report by the Associate Director of Research and Evaluation to be reviewed by the Executive Director of Information Services, who will use the data to revise the Technology Lending program as necessary. The Executive Director of Information Services will be responsible for informing the Superintendent of the progress of the grant-funded program.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD has a simple but elegant plan for its Technology Lending Program proposal: it proposes lending modems to 360 families at Berkman Elementary, Voigt Elementary, and C.D. Fulkes Middle Schools (all part of the same feeder pattern), and will also provide 22 months of low-cost internet access to those families. This lending program will supplement the district's efforts to provide computer hardware to the same families through selling its surplus computers to the RRISD Education Foundation, which will in turn distribute those computers to families in need (see Statutory Requirement 2 for further details). Because these schools have high percentages of economically disadvantaged students, RRISD expects at least 80% of the participating families to be economically disadvantaged; however, it will not impose a means test on families wishing to participate in the program – they need only have a child or children enrolled at one of the participating schools.

RRISD will solicit bids from internet providers for inexpensive modems and internet connections that will allow for download speeds of 6 Mbps and upload speeds of up to 1 Mbps. The modem must offer a built-in Wi-Fi connection that can connect up to 8 Wi-Fi-enabled devices. RRISD will seek an internet provider that can offer customer support during business hours.

Because the modems are inexpensive and quickly become obsolete, RRISD expects to be able to declare them valueless at the end of the grant period, thus allowing families to keep the modems after the end of the grant. Families will be offered the opportunity to continue their internet service at an extremely low cost from their own funds at the end of the grant, thus ensuring that most families will continue to have interconnectivity.

At the time of modem distribution, RRISD will also provide training to parents and students on safe and ethical use of the internet. Training will cover acceptable use policies, the need to supervise young children on the web, netiquette, and a discussion of plagiarism risks.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD will soon be selling its surplus desktop computers to the Round Rock Independent School District Education Foundation at an extremely low price, for the express purpose of redistributing those computers to economically disadvantaged families. The Education Foundation expects to purchase approximately 2,000 computers and will give preference in distribution to families from Berkman, Voigt, and C.D. Fulkes participating in the Technology Lending Program. These computers will be reimaged and equipped with appropriate software prior to distribution. This program will ensure that families participating in the Technology Lending Program will have the necessary hardware to put their modems and internet service to good use.

RRISD also has a one-to-one laptop initiative in place at two of its high schools (McNeil and Round Rock) for ninth- and tenth-graders during the school year. This powerful educational tool creates a learning opportunity to increase student proficiency in technologies that will help prepare the student for higher education and for becoming a member of the workforce. The use of a laptop contributes to the student's understanding of our quickly changing world. Our students will learn in new ways, preparing them for the 21st Century. Laptops support students as they learn at various skill levels and through a variety of learning styles. Students engage in classroom project that reach beyond the classroom and allow students anytime access to learning. These project support, enhance, and align with the RRISD curriculum, the RRISD Strategic Plan, the RRISD Graduate Profile, the TEA Technology Application TEKS, and the National Education Technology Standards.

Because the proposed Technology Lending Program addresses a different group of students than the one-to-one laptop initiative, RRISD will be able to significantly increase the number of students served in a technology lending program. RRISD will be able to build on the knowledge gained through the laptop lending program (for example, best practices in training students and families in appropriate use of technology, appropriate language for lending agreements) to implement its Technology Lending Program at the highest possible level. Technology Lending grant funds will allow RRISD to significantly expand the number of students who have adequate hardware and internet connection to pursue 24/7 learning opportunities.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

One of Round Rock ISD's annual goals for 2013-2014 is to continue implementing the district plan for greater and more effective use of technology by students and staff in their direct work. RRISD sees appropriate use of technology as crucial to the educational advancement of its students. Equity concerns at some of our more economically disadvantaged campuses have given teachers pause in assigning work that requires out-of-school access to electronic resources, as there has been no way to guarantee that all students in the class have equitable access. Technology Lending Grant funds will reassure teachers that they can assign such work without fear of excluding some of the most educationally vulnerable students.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As articulated in the needs assessment above, RRISD prioritized participating campuses on their general level of economic need, responses to survey questions regarding home access to the internet, and informal feedback from administrators regarding teachers' desire but simultaneous hesitance to assign more technology-dependent homework.

The three schools selected – Berkman Elementary School, Voigt Elementary School, and C.D. Fulkes Middle School – are among the highest in the district in terms of student economic disadvantage, at 82.9%, 81.9%, and 68.0%, respectively. These three schools all met standards according to their TEA Texas Academic Performance Reports for 2012-2013. However, they all underperformed in comparison to the district on STAAR tests in most categories (the exceptions being End-of-Course exams in Algebra I and Geometry). Students would greatly benefit from the increased learning opportunities that access to home technology and interconnectivity would provide.

Students at these schools also indicated that they often did not have home access to appropriate hardware or internet connectivity in a survey conducted in March of 2014. Of those that responded, 46% of Berkman students, 39% of Voigt students, and 33% of C.D. Fulkes students said that they did not have a computer at home that they could use for schoolwork. Forty-seven percent of Berkman students, 52% of Voigt students, and 39% of C.D. Fulkes students responded that they could not watch educational Youtube videos at home because they either didn't have a computer, didn't have internet access, or had internet access that was too limited for streaming videos. These students are prevented from expanding their on-line learning opportunities beyond the school walls because of lack of hardware and/or internet connectivity.

RRISD will publicize the Technology Lending Program on the selected campuses through flyers in Spanish and English sent home with students, targeted e-mail blasts, and an announcement on the schools' websites. Because these schools have such high levels of economic need, RRISD does not see the need to set any means testing for participating in the program, as the majority of students at the campus are economically disadvantaged. RRISD believes this technology will get to the families with the greatest need.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program will allow participating students to join their peers in 21st Century learning initiatives. Project Red, the national research and advocacy plan to investigate how technology can help us re-engineer our education system, has found that students – particularly students with barriers to learning – benefit from daily use of the internet for tasks such as information retrieval. Most of the students in RRISD have internet access that makes such daily tasks possible, but the students that the Technology Lending Program will reach currently have no such access. As economically disadvantaged students, they are more likely to be English Language Learners, have high rates of mobility, and have parents with lower levels of educational attainment. The Technology Lending Program will help level the playing field for these students.

Moreover, internet access will allow these students to further exercise 21st Century skills such as collaboration and showing initiative. Students will be able to join their peers outside of school hours in co-authoring a Google document, or pursue their own interests in topics through independent research using RRISD's considerable suite of on-line research tools. Students will be able to access on-line learning environments, such as those authorized by Proclamation 2014 and 2015; collaborate with their peers using Moodle; and take virtual field trips to locations like the McDonald Observatory.

Parents will also benefit from internet access. Perhaps for the first time, parents will be able to communicate via e-mail with their child's teacher; track their child's grades and attendance through the Home Access Center; receive communiques from School Messenger, and keep up with school events through the school website, Facebook site, and Twitter account. This access will boost parent engagement, which in turn will make classroom management easier for teachers.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD is already taking steps to incorporate electronic instructional materials into foundation curriculum subject areas. In grades three through eight, the district makes extensive use of Think Through Math, a web-based solution that provides adaptive math instruction for students in grades three through Algebra One. Teachers use Think Through Math for a number of purposes:

- To reinforce skills currently being taught
- To provide intervention and Tier II instruction
- To allow students to work independently at their own pace in gaining math skills

The Technology Lending Program will allow teachers to assign homework utilizing programs like Think Through Math, iStation, myON Reading, and Project Share with the confidence that all of their students will have adequate internet access to complete assignments or self-guided enrichments.

RRISD foresees a future in which home internet access will be crucial to student learning. Proclamation 2014 and 2015 are replete with high quality electronic instructional materials in Math, Science, Technology, Social Studies, Fine Arts, and Career and Technical Education, and the district wants to be sure that every student has adequate access to these materials, in the classroom and at home. The Technology Lending Program will help to extend access to a particularly vulnerable group of learners.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014–December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Every RRISD campus has an Instructional Technology Specialist (ITS) who, in addition to providing technical support, provides stand-alone trainings and co-teaching opportunities for teachers, focusing on integrating technology into lessons, assessments, and homework. The ITSs are crucial components in bringing RRISD's educational offerings into the 21st Century. Their on-going work with teachers will be supplemented this year by more than 50 instructional technology sessions at the August professional development conference. Teachers will have a broad range of topics to choose from to better incorporate technology into their activities. RRISD will also host its Ninja Summit this summer, an annual technology-focused PD event that is open not just to district employees but to the broader community. Additionally, the Supervisor of Professional Development hosts a monthly PD in your PJs session – an after-hours webinar devoted to instructional technology best practices. All instructional technology professional development is funded by monies outside those provided by the Technology Lending Program.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program, because it is completely focused on home use, will not put any strain on the district's infrastructure. Because the contracted internet service provider will also be asked to provide customer service during business hours to participating families, there will be no additional demands on district technical support. Any incidental additional demands – for example, a need for further professional development for teachers in assigning meaningful technology-supported homework – can be easily absorbed by the district.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

If Round Rock ISD is awarded a Technology Lending Grant, it will use the funds entirely to provide internet access to students at home. Desktop computers will be provided to students at no cost by the Round Rock ISD Education Foundation, ensuring that every student has a device at home that can access the internet. RRISD will invest in modems to be lent to families whose children attend Berkman Elementary, Voigt Elementary, or C.D. Fulkes Middle Schools. Modems will be distributed on a first-come, first serve basis to families at these schools, with care to avoid distributing more than one modem per family (all schools are in the same feeder pattern). RRISD will also provide monthly internet service for the 22 months of the grant at the planned cost of \$10 per month. RRISD will put out a request for proposals for an internet service provider who can provide inexpensive modems and internet connections that will allow for download speeds of 6 Mbps and upload speeds of up to 1 Mbps. The modem must offer a built-in Wi-Fi connection that can connect up to 8 Wi-Fi-enabled devices. RRISD will seek an internet provider that can offer customer support during business hours.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD will seek an internet provider that can offer customer support during business hours at no additional cost to the district or the family. Campus Instructional Support Specialists (ITSS) will be available to answer questions informally, and to support teachers in increasing the kinds of technology-supported homework they assign. Each campus has a full-time ITS available to help teachers.

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On this date:

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By TEA staff person:

Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Instructional Technology Specialists (ITSs) and librarians on each campus will take the lead in distributing modems and information regarding internet service. With the support of the Executive Director of Information Services, the Director of Instructional Technology, the Director of Library and Media Services, and the Elementary and Secondary Lead Technology Integration Specialists, the ITSs and librarians will develop a flyer in English and Spanish to be sent home with each student describing the availability of no-cost desktop computers, modems, and internet access. Distribution will take place on an evening in October 2014 and will be located at C.D. Fulkes, which is within walking distance for most families. Modems will be registered to each family, which will be required to provide contact information (including where possible phone number and e-mail address) and each student's ID number. Staff will be on hand to help look up student ID numbers if necessary. The ITS will be assisted on the evening of administration by other staff and faculty. Distribution will be on a first-come first-serve basis and will continue until 360 modems have been distributed. All students and parents/guardians will be required to sign a technology lending agreement, as detailed below in TEA Program Requirement 11.

As RRISD will allow families to keep the modems over the summer and will also declare the modems obsolete at the end of the grant period, there is no need for a mass check-in process, as the majority of families will not be returning the modems. Those families that do leave the district will be informed in the lending agreement that they must return their modem to their campus' librarian and inform the librarian of their departure so that their internet service can be terminated. If new families move into the schools and if modems are available, librarians can redistribute modems and information regarding internet service to these families upon their arrival.

As detailed in the technology lending agreement, families will be responsible for any maintenance to the modem. Should the modem be damaged beyond repair, families will be responsible for repaying the district for the value of the modem.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 246909

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All modems will be barcoded and circulated through the SirsiDynix campus/district integrated library system. Upon checkout, each modem's barcode will be associated with a student ID. Thus if the student leaves the district, the campus librarian will be alerted and will make every effort to retrieve the modem from the student. Checkout would be for the full length of the grant, including summers, and since the modems will be obsolete by the end of the grant period, the majority of modems would not need to be recovered.

Because families will be responsible for any damage to the modems, RRISD does not plan to insure the equipment.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

RRISD will modify its existing Technology Lending Agreement, currently in place in its one-to-one high school laptop initiative, to meet the needs of the Technology Lending Grant Program. The Technology Lending Agreement will be signed by parents/guardians and students and will address acceptable use policies, district retention of legal title to the modem, assignment of responsibility for damage or loss to the parent/guardian/student, provision for repossession should the parent/guardian/student not comply with all terms of the Technology Lending Agreement, agreement that the modem will be returned should the student move outside the district, and a description of the modem involved. This agreement will be accompanied by a guide outlining the terms of agreement, student responsibilities, acceptable use policies, e-mail and social network etiquette, and reference to the Texas Penal Code on Breach of Computer Security.

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